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ABSTRACT

Hartford, Connecticut's Intensive Reading Instructional Teams (IRIT) were designed to improve achievement levels of elementary pupils deficient in basic language and reading skills. In 1978-1979, 683 students in grades two through six received instruction in reading vocabulary and comprehension and in decoding. This report updates and expands an original evaluation of the program. Metropolitan Achievement Tests and California Achievement Tests data indicated that students made statistically significant gains in vocabulary and comprehension. Students read an average of 12.8 books during each program cycle (10 weeks) and 91 percent reported being able to write simple sentences. Results of the Botel Reading Inventory indicated that significant decoding gains were made by the pupils as a group. Data obtained from student, parent, and teacher evaluation forms were highly supportive to the program. Recommendations for future program implementation are included. Evaluation data are appended. (Author/MK)

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HARTFORD'S 1978 - 1979 IRIT PROGRAM:

AN EVALUATION REVISITED

REPORT 80-2

Evaluation Office
Hartford Public Schools
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THE IRIT PROGRAM: AN EVALUATION REVISITED

- Abstract -

Designed to improve the achievement levels of 3rd and 4th grade pupils who are deficient in the basic language and reading skills, the Intensive Reading Instructional Team (IRIT) project served some 683 grades 2-6 students last year. Four Title I-funded teams and a fifth team funded by Title VII, ESAA worked with groups of approximately 45 students per cycle for three 10-week cycles during the year. Each team was staffed by 3 teachers. Cycles were divided into three classes of about 15 pupils each for instruction in individualized reading, vocabulary and comprehension development, and decoding in a coordinated instructional program.

Because end-of-year data were somewhat incomplete and since plans had already been made to provide a more rigorous analysis of the test scores, a supplementary report containing the missing data together with the new analyses was prepared to update the overall evaluation.

Over the 1978-79 school year, each IRIT team produced statistically significant (.01) program and cycle gains in Vocabulary and Comprehension with one exception. At the Rawson center, one cycle showed a drop (.01) in Vocabulary. When spring-to-spring city-wide MAT scores were examined on a grade and cycle basis, with only 3 exceptions gains exceeded the .05 significance level. In two of these cases, numbers of youngsters were far too small for the statistical test to be meaningful. When these same data were examined using a Model B2 experimental-control design, projected Normal Curve Equivalent gains were particularly impressive.

Students in the four Title I centers read an average of 12.8 books per cycle, while approximately 91% of the students were reported as being able to write simple sentences at their level of achievement. When decoding skill changes were measured, all mean program, team, and cycle gains were statistically significant. Data obtained from student, parent, and teacher evaluation forms were highly supportive to the program.

Since all objectives were attained and the standards substantially bettered, an update on the status of the original recommendations has been included.

Hartford's 1978-1979 IRIT Program:

An Evaluation Revisited

Overview

As part of the compensatory program evaluation process, at the close of the 1978-1979 fiscal year, a series of reports were published. Each of these reports was intended to highlight project accomplishments, problem areas, and recommendations for program improvement which could be implemented during the coming year. For the Intensive Reading Instructional Team (IRIT) program, the planned end-of-year report[1] was somewhat of a misnomer. As written, it was very incomplete. As it so happened, plans had already been made to prepare a supplementary report on IRIT activities. While the resultant report had been intended to report the further analyses of pre to post test data using what was essentially an experimental - control group design, it was felt that the report might also be used to fill in some gaps in the data. Since these had been caused largely by problems in recording and reporting non-test information, and since the information was already available, the evaluator decided to kill two birds with the proverbial stone; to both report the missing data and to introduce some rather unique analyses which might shed further light on the oft reported benefits stemming from Hartford's nationally validated IRIT. The report is an amalgamation of the findings which were reported in the previous document,[2] an analysis of the collected data which were not reported, and the findings which stemmed from the experimental - control group design. The

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[1] IRIT 1978-1979 Hartford Moves Ahead: An Evaluation Report (Hartford - Evaluation Office, 1980).

[2] Ibid.

report is not only a current assessment of IRIT data, but it presents some new and highly salutary findings to boot.

Description

From the inception, Hartford's IRIT program was designed to raise the reading and language skill achievement levels of elementary grade youngsters. To accomplish this aim, groups of 45 youngsters are selected to attend one of 3 IRIT 10-week cycles. Each team, which is staffed by 3 reading teachers, tests each youngster and divides the group into 3 classes of approximately 15 pupils each. These classes rotate on a daily basis through the 3 instructional areas of individualized reading, vocabulary and comprehension skill development, and decoding. During the ten-week cycle, students remain in the IRIT program during the morning session and return to their home school for afternoon instruction in other subjects.

In addition to providing instruction, IRIT team members work with sending teachers so as to correlate the IRIT program with each youngster's overall instruction. They also use afternoon time to prepare lessons and update records, develop new instructional materials based on students needs, meet with teachers and parents from the sending schools, participate in professional development and training sessions, and to provide in-service training to other classroom teachers both within and outside the system.

Program Strengths and Accomplishments

In addition to the information provided through the more formal evaluation process, a number of equally interesting program strengths and accomplishments were reported. The Kinsella Annex team leader reported that attendance for the year had been extremely high, to the point that youngsters from the Burns

School attained an attendance record which exceeded the attendance-tardiness record for the sending school itself. The team leader also reported that the lending library program was very successful and that the number of books taken home far exceeded numbers which were taken from either the school or the public library.

The Clark team reported that teacher follow-up evaluations indicated that the children seemed more confident and exhibited improved self-images as well as better general attitudes towards school. This team also reported that the Center had established a working relationship with the Reading Is Fundamental (RIF) program and that books were given to the children to help them build up their libraries at home. It was also reported that youngsters participated in book clubs and that some 90 books were purchased by the children and the staff.

At the Rawson Center it was reported that outside reading was stressed and that IRIT youngsters as well as former IRIT graduates enjoyed reading Center books with as many as 15 students per day using the service.

The IRIT program as a whole received several noteworthy accolades. The program was again cited by the U. S. Office of Education as an exemplary program effort in the U. S. O. E. publication, Educational Programs That Work and continues to receive funding as a national validated IRIT Dissemination/ Developer project. Also noteworthy was the fact that the IRIT program was selected as one of two exemplary state compensatory programs by the Connecticut State Department of Education and was listed in a descriptive publication entitled, Title I Exemplary Programs.

Problem Areas

In addition to the accomplishments, a number of problem areas were

reported. While these have been described in detail in Report 79-19, a summary may be appropriate. All teams indicated that the youngsters reacted negatively to the program on the days when they were scheduled for special classes and were not able to attend. The teams also reported lowered attendance patterns during the winter cycle and the need to select youngsters on the basis of teacher recommendations and not just on test scores alone. Staff members pointed out that the communications skills mastery records which are kept in each youngster's cumulative folder as part of the Hartford Design were frequently recorded incorrectly or were missing altogether and suggested that school reading consultants might in-service classroom teachers as a way to improve record keeping accuracy. It was also noted that IRIT reports to teachers were often found to be missing from the cumulative files. Apparently this item only came to light when children were referred for reading services.

Several problems with team placements were also reported. At one school, there appeared to be some confusion over the funding guidelines since it was reported that nine of the children had to be eliminated from the program after a two-week period had elapsed. Another team noted that some youngsters who were eligible for special education had been referred to an IRIT team because a proper placement was not available. Numbers were not cited. One team noted that at one school the youngsters tended to miss busses and remain at home or go directly to their own school if there was even the slightest change in the weather. If a child decided to drop out of the program, this seemed to have

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[3] Ibid.

caused a chain reaction which would trigger other youngsters to follow in the wake. Other reported problems included only enough money to purchase just one piece of equipment, the all too frequent use of the same IRIT tests, a delayed return of repaired AV material which might take as long as a year, and the need for more active participation by the reading consultant, administrators, and teachers in the overall program.

Evaluation

The IRIT evaluation attempted to provide answers to four questions:

1. To what extent were the project objectives met?

As funded, the proposal contained four objectives:

- "75% of the pupils...will show a significant difference [.05] between...pre and post testing..."
- "...students will read at least 3 books per month...of instruction."
- "...at least 75% of the students will be able to write simple sentences at [their] level of achievement."
- "...at least 75% of the students will show a growth in decoding skills..."

Objective 1: "75% of the pupils...will show a significant difference [.05] between...pre and post testing..."

In order to comply with the Title I reporting system while at the same time providing the program with the kinds of data which had been specified in the evaluation design, several analyses were contemplated. First, beginning to end of cycle California Achievement Test (CAT) data were analyzed on a team and cycle basis so as to determine whether in all probability a real change had

occurred. Here a t-test of related measures at the .05 level of confidence was used. While the original intent had been to analyze the CAT standard scores which were to have been reported by each of the 4 Title I-funded centers and from a fifth center which had been supported under Title VII, ESAA, by program, by team, and by cycle, unfortunately the Title VII Rawson team reported raw rather than standard test scores. Since it was not practical to convert or to recode these scores prior to computer analysis, the data could not be analyzed in their entirety and overall program gains could not be assessed. Even so, all five teams produced subtest gains which were statistically significant at the .01 level thus exceeding the cited standard. The one exception was on the Comprehension subtest at Rawson where the .05 standard was not quite met. Table 1 presents standard score test data for the four Title I teams, while raw score Rawson data are shown in Table 2.

Table 1

Analysis of Mean Pre to Post Cycle Reading Standard Score Changes by Team, Fall 1978 - Spring 1979

Team	N	Subtest	Pretest SS	Pretest SD	Post test SS	Post test SD	Dif.	t	Sig.
Clark	132	Vocab	327.8	38.0	360.5	44.6	32.7	13.2	.01
	132	Comp	327.7	53.6	388.5	50.0	60.8	15.9	.01
	132	Total	312.9	46.7	359.9	47.1	47.0	19.0	.01
King	129	Vocab	323.9	41.6	365.2	46.2	41.3	12.7	.01
	129	Comp	339.7	51.2	380.4	39.5	40.7	9.2	.01
	129	Total	312.9	43.4	361.8	41.1	48.9	15.6	.01
Wish	126	Vocab	317.2	35.1	346.7	25.7	29.5	13.1	.01
	126	Comp	310.9	46.9	369.0	35.5	58.1	19.1	.01
	126	Total	297.7	40.4	344.1	30.9	46.4	17.1	.01
Kinsella	135	Vocab	333.9	31.4	355.4	34.5	21.5	11.2	.01
	135	Comp	331.3	47.1	380.8	45.8	49.5	13.6	.01
	135	Total	318.2	41.4	354.2	28.5	36.0	13.7	.01

Table 2

Analysis of Mean Rawson Reading Raw Scores, Fall 1978 - Spring 1979

Subtest	N	Pretest RS	Pretest SD	Post test RS	Post test SD	Dif	t	Sig.
Vocab	125	23.3	8.4	24.2	7.9	.9	1.9	NS
Comp	125	18.8	8.6	26.8	9.1	8.0	12.1	.01
Total	125	42.0	14.4	51.0	15.6	9.0	11.2	.01

Tables 3 and 4 contain the same kinds of pre to post cycle CAT data analysis on a cycle by cycle basis. Standard score data for the four Title I teams are reported in Table 3 and raw scores for the Rawson center are shown in Table 4. Note again that with but one exception, all gains were statistically significant at the .01 level. The one exception was where the Rawson team produced a statistically significant (.01) drop on the Vocabulary subtest for the first cycle. The reason for this decrease could not be ascertained although gains for all other cycles were reported.

Table 3

Analysis of Mean Pre to Post Reading Standard Score Changes by Cycle

Team & Cycle	Subtest	N	Pretest SS	Pretest SD	Post test SS	Post test SD	Dif	t	Significance
Clark									
1	Vocab	43	311.2	46.7	340.0	43.1	28.8	7.8	.01
	Comp	43	300.1	59.3	374.9	56.3	74.8	8.1	.01
	Total	43	286.1	54.8	341.3	49.0	55.2	11.5	.01
2	Vocab	44	335.8	24.4	365.3	34.3	29.5	7.3	.01
	Comp	44	328.8	40.0	380.1	31.2	50.3	10.8	.01
	Total	44	319.6	27.3	355.3	27.5	35.7	9.6	.01
3	Vocab	44	336.1	35.4	377.2	47.5	36.1	8.5	.01
	Comp	44	354.0	47.2	410.1	53.7	56.1	11.9	.01
	Total	44	332.6	42.5	383.1	52.2	50.5	13.0	.01
King									
1	Vocab	41	314.4	32.4	341.4	27.8	27.0	6.0	.01
	Comp	41	303.4	37.7	369.2	40.2	65.8	9.1	.01
	Total	41	293.6	34.8	343.7	27.8	50.1	9.4	.01
2	Vocab	44	307.1	37.5	344.8	33.9	37.7	6.8	.01
	Comp	44	337.7	43.9	373.7	32.8	36.0	5.0	.01
	Total	44	300.4	35.5	344.8	31.5	44.4	7.9	.01
3	Vocab	44	349.7	41.5	407.5	40.8	58 .	10.2	.01
	Comp	44	375.4	44.5	397.5	40.2	22.1	3.2	.01
	Total	44	343.4	41.9	395.6	39.3	52.2	9.9	.01
Wish									
1	Vocab	45	294.7	40.0	330.8	21.6	36.1	8.0	.01
	Comp	45	271.6	34.9	344.9	29.0	73.3	12.8	.01
	Total	45	263.8	39.1	325.1	32.2	61.3	10.0	.01
2	Vocab	44	328.4	29.4	358.5	25.8	33.1	8.6	.01
	Comp	44	337.8	28.4	379.7	36.5	41.9	9.9	.01
	Total	44	316.5	30.1	355.4	28.6	38.9	12.9	.01
3	Vocab	36	331.1	17.5	351.9	20.7	20.8	6.9	.01
	Comp	36	325.0	35.1	384.5	24.3	59.5	13.7	.01
	Total	36	315.8	21.4	353.1	19.0	37.3	16.1	.01
Kinsella									
1	Vocab	45	327.5	26.9	349.8	25.7	22.3	6.5	.01
	Comp	45	313.0	49.2	370.7	44.1	57.7	8.1	.01
	Total	45	304.9	34.8	344.6	32.6	39.7	9.3	.01
2	Vocab	45	350.3	29.3	377.1	33.2	26.8	8.0	.01
	Comp	45	359.0	38.0	407.6	32.2	48.6	7.5	.01
	Total	45	343.1	31.4	380.7	30.1	37.6	6.5	.01
3	Vocab	45	323.9	31.7	339.4	32.9	15.5	5.2	.01
	Comp	45	321.8	40.9	364.1	47.8	42.3	8.2	.01
	Total	45	306.8	36.7	337.2	37.8	30.4	9.5	.01

Table 4

Analysis of Mean Rawson Pre to Post Reading
Raw Score Changes by Cycle

Team & Cycle	Subtest	N	Pre test RS	Pre test SD	Post test RS	Post test SD	Dif	t	Significance
Rawson									
1	Vocab	39	28.5	7.0	24.9	6.0	-.9	-5.4	.01
	Comp	39	17.5	9.8	29.8	8.0	12.3	11.1	.01
	Total	39	45.9	15.2	54.7	13.1	8.8	6.4	.01
2	Vocab	45	23.1	8.9	26.3	9.4	3.2	4.9	.01
	Comp	45	17.6	8.1	24.8	9.4	7.2	6.7	.01
	Total	45	40.7	15.0	51.3	17.4	10.6	7.5	.01
3	Vocab	41	18.5	5.9	21.2	6.9	2.7	3.7	.01
	Comp	41	21.2	7.9	26.2	9.3	5.0	4.9	.01
	Total	41	39.7	12.6	47.4	15.2	7.7	5.4	.01

For the novice reader an interpretation of the various tables may be in order. Standard Scores (SS) represent an equal interval distribution of scores; thus, a change on any one part of the SS scale can be equated with a change at any other. This is not true with raw scores (RS) nor is it true with percentiles (%ile) since these represent a distribution of scores along a normal curve. Since RS and %ile scores tend to spread out at the curve extremes and scrunch together in the middle, it is impractical to add, average, or arithmetically manipulate these scores since one must work with a series of unequal measures.

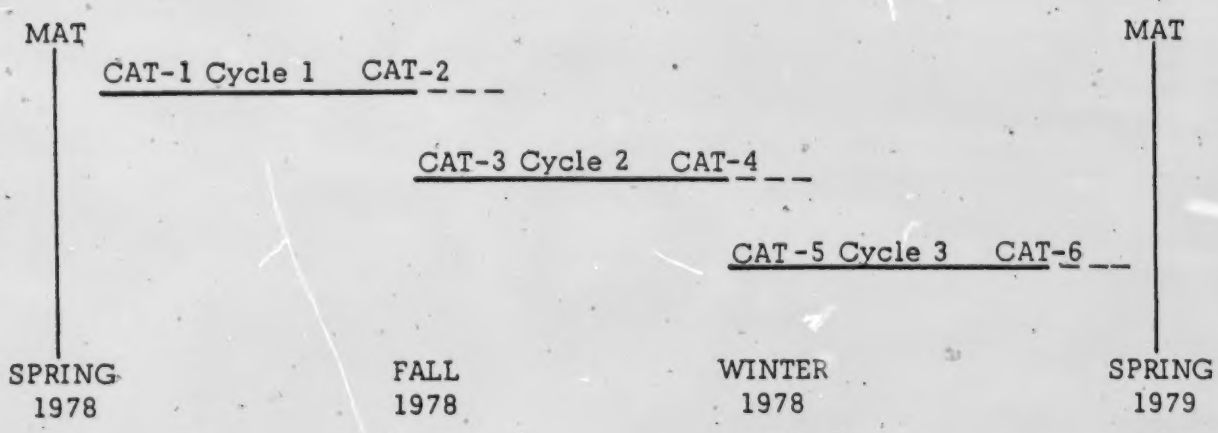
The standard deviation (SD) represents a measure of score dispersion. Score dispersion can be likened to the effect of shotgun pellets as they impact upon a target. Generally speaking, the smaller the SD the more closely the scores are clustered, while the larger the SD the more the scores are spread

out. The reader can thus look at pre and post SDs and can determine whether score groupings are similar or whether they have tightened up or spread out over the course of the program.

There is another factor which should be taken into consideration when interpreting the various test scores. As part of the funding agency rules the most educationally disadvantaged youngsters, those testing below the 23rd %ile on a standardized test, were eligible to receive IRIT service. If these same youngsters scored at the bottom of the test scale, some degree of test improvement should be expected since the only way the test scores can go is up. While some of the improvement can probably be attributed to program effects, a factor called regression tends to rear its ugly head. Regression works like a stretched rubber band; when the band is "twanged," extremely high and low "twangs" eventually end up in the middle. As every bettor knows, extremely high scores tend to drop sooner or later while extremely low scores tend to eventually rise.

Because short-term gains are most likely to be effected by regression and particularly where the testing covered only a short 10-week period, plans were also made to analyze spring to spring city-wide Metropolitan Achievement Test (MAT) scores. This was done for several reasons; to determine whether the reported gains would hold up over a longer period of time, to conform to the Title I reporting system which required that test data be collected at the spring or fall times of test norming, and to provide a basis for a more detailed analysis. To do this, several activities were undertaken. As a follow up to some preliminary discussions which had been held during the previous year, the Connecticut State Department of Education Title I Office (SDE) and the Region I Technical Assistance Center (TAC) at the University of Rhode Island were contacted to

determine how the data might be further analyzed. This contact was based on an understanding that it might be possible to use spring to spring and pre to post cycle data in two reporting models. If enough matched spring to spring Model A1 MAT test scores could be obtained, it would be possible to determine whether gains had occurred over the course of the year. Since the MAT had been administered, theoretically at least, to all city youngsters at the serviced grade levels, and at times closely allied to the spring norming period, it seemed possible to look at mean gains in terms of statistical significance, changes in relative percentile placements, and as a basis for an extremely rigorous control vs. experimental group analysis. While it is usually impractical to randomly assign youngsters to experimental and treatment groups, both because of operational constraints and the Title I regulations which require that only the most educationally disadvantaged youngsters be served the TAC came up with a possible solution. This was to use each cycle as its own control on the assumption that if the youngster had entered the program at the same tested level, one would expect that the post test from one cycle would be significantly higher than the pre test for the next. A one team schematic for this design is shown below.



In the schematic which assumes that the entering test levels of the youngsters are approximately equal, it can be logically assumed that without IRIT services the youngsters in the three cycles would progress at about the same rate throughout the academic year. Conversely, if the IRIT program did have an impact upon the youngsters, the students should progress more than did their peers. The impact of this assumption could be demonstrated if the post test on one cycle was significantly higher than the pre test on the cycle which followed. As an example, if the youngsters in cycle 1 progressed beyond the no treatment expectation, than their post test score (CAT-2) should be significantly higher than the pre test score (CAT-3) for cycle 2 which was obtained at the same point in time. Since the length of all cycles is equal, the no treatment expectation has been shown schematically by a solid black line while the added IRIT gain is identified by a dotted line. The demonstration of IRIT gain is based on the pre to post California (CAT) testing pattern with each of the administrations sequentially numbered (pre test, cycle 1 = CAT-1, post test, cycle 1 = CAT-2, etc.) for ease in interpretation. While it is not the intent of this report to go into all of these statistical manipulations which were performed on the various test data by the University of Rhode Island's Curriculum Research and Development Center (CRDC) with technical assistance provided by the TAC, the procedures used can be summarized as follows.

A new set of coding sheets which were suitable for terminal or card input were prepared by the Evaluation Office. Unlike the coding sheets which had been used for the previous analyses, data were limited to test scores and limited demographic information. Names and ID numbers were not necessary since the

information was not expected to be placed into a permanent student file but would be used for the special analysis only. Sheets were coded to reflect the sending school, grade, center, and cycle; spring to spring MAT test subtest standard scores; and beginning to end of cycle CAT Comprehension and Total Reading subscores. While MAT Word Knowledge, Word Analysis, and Reading subscores were coded, only matched Reading scores were used in the analysis. This was done for two reasons; to cut down on computer costs and to focus on the one sub-test which was comparable to all test levels used in the IRIT program.

Once the data had been coded and checked for errors, pre to post MAT subtest scores were analyzed on a grade, cycle by grade, and cycle basis. A regression correction formula was not used to account for differences between spring to spring and fall to spring testing.

At this point, a preliminary analysis of the test data revealed a flaw in the overall planning strategy. While the design itself was a sound one, the planned analysis had been predicated on the assumption that each of the three IRIT cycles would include combinations of youngsters in grades 4, 5, and 6. In actual practice, each team tended to load up cycles at one grade level, forming grade level combinations only when there were insufficient numbers of youngsters in a given grade. While it was possible to identify youngsters in all three grade levels in each cycle for the total IRIT program, this was not possible on a team-by-team basis. In consequence, the analysis of variance (ANOVA) which was used to determine whether the youngsters had been in effect randomly assigned to the IRIT treatment group was performed only on a grade level basis. Since the analysis showed significant differences between groups of third grade youngsters, with far

too few fifth graders for the analysis to be a valid one, only the grade 4 data were subject to further scrutiny. Here it appeared that the youngsters were in effect randomly assigned. These data, which are shown in Table 5 which follows, include only the youngsters who had paired pre to post test Metropolitan Achievement Tests Reading Comprehension subtest scores.

Table 5

Analysis of Variance (ANOVA) to Test for
Random (in effect) Assignment to the IRIT Program by Cycle,
Spring 1979

Grade	N	Cycle	Spring MAT SS	Mean Square Among	Mean Square Between	F	Sig.
3	68	1	46.1	462.8	35.5	13.1	.01
	15	2	44.9				
	60	3	40.8				
4	18	1	50.3	.2	39.4	.0	NS
	49	2	50.1				
	40	3	50.2				
5	2	1	56.0	.7	29.7	.0	NS
	36	2	56.8				
	7	3	56.9				

The next step in the process was to determine whether the same spring to spring mean MAT Reading Comprehension standard score gains were statistically significant on a grade-by-grade basis. Note that in all cases mean gains were statistically significant at the .01 level.

Table 6

Analysis of Mean MAT Standard Scores by Grade,
Spring 1979 - Spring 1980

Grade	N	MAT Post-Test	No Treatment Expecta-tions	Pre-test SD	Post-test SD	Pre/Post Correla-tion	t	Sig.
3	143	54.9	46	6.4	6.6	.435	14.59	.01
4	107	58.2	55	6.2	6.5	.397	9.36	.01
5	45	63.8	63	5.3	9.1	.560	4.47	.01

When the same MAT spring to spring standard score data were converted to associated percentiles and normal curve equivalents (NCEs), gains ranged from 1.0 to 16.0. Assuming that any positive NCE gain is a good one, and that in all probability gains of three or more NCEs are substantial ones, NCE gains could be reported at all grade levels, with substantial changes recorded for grades 3 and 4. These data are shown in Table 7.

Table 7

Comparison of Mean MAT Standard Scores, Associated Percentiles, and Associated Normal Curve Equivalents by Grade, Spring 1979 - Spring 1980

		PRE-TEST			POST-TEST			No	GAIN	
Grade	N	SS	Associated %ile	Associated NCE	SS	Associated %ile	Associated NCE	Treatment SS	SS	Associated NCE
3	143	43.7	10	23.0	54.9	30	39.0	(46)	8.9	16.0
4	107	50.1	12	25.3	58.2	18	30.7	(55)	3.2	5.4
5	45	56.8	12	25.3	63.8	13	26.3	(63)	.8	1.0

In the following table is presented mean MAT spring to spring standard score gains by cycle. Note that all mean gains are statistically significant at or above the .05 level. A test of significance was not reported for grade 5, cycles 1 and 3, since too few youngsters were enrolled for the analysis to be a valid one.

Table 8

Comparison of Mean MAT Standard Scores by Cycle,
Spring 1979 - Spring 1980

Grade	N	Cycle	Pre-Test SS	Post-Test SS	Gain SS	t	Sig.
3	68	1	46.1	56.6	10.5	9.08	.01
3	15	2	44.9	52.4	7.5	2.75	.05
3	60	3	40.8	53.7	12.9	13.94	.01
4	18	1	50.3	58.8	8.5	3.33	.01
4	49	2	50.1	56.9	6.8	6.58	.01
4	40	3	50.2	59.6	9.4	5.99	.01
5	2	1	56.0	68.5	12.5	----	---
5	36	2	56.8	63.3	6.5	3.67	.01
5	7	3	56.9	65.0	8.1	----	---

Table 9 contains an analysis of IRIT CAT standard scores whereby post to pre cycle data are compared so as to determine whether there was any difference between the post test for one cycle and the pre test for the next. The analysis, which is described schematically on page 13, can be described in terms of the Title I B2 Model (Tallmadge & Wood, 1978), where the CAT, which was administered

at the beginning and end of each cycle and at other than the regular test norming points, is treated as a non-normed test while the MAT which was administered on a spring-to-spring basis was used as the normed instrument. Note that the last tabular line contains an overall NCE gain, which in essence is a weighted NCE mean based on the number of tested students in the program.

Because this table represents a departure from those previously described in the narration, an explanation of the various headings may be in order. The first column contains fourth grade pre to post cycle data. Since youngsters at this grade level were in effect randomly assigned, it was practical to compare the post test for one cycle with the pre test of the next, using one cycle as the control for the next. Cycle comparisons are shown in column one, followed by the numbers of youngsters who had matched CAT data in the first cycle listed. As an example, there were 26 youngsters in cycle one, and 87 in cycle two. The mean post test standard score is recorded, followed by an estimated IRIT-produced standard score. Using the mean standard pre test score from the following cycle as an estimation of IRIT produced results, it is possible to calculate a gain score by subtracting the estimated IRIT results from the post test.

Table 9

Analysis of Model B Estimated Total Reading NCE Gains by Cycle, School Year 1978-1979

Cycles	N	Post Test SS	SD	N	Est. IRIT Results SS	SD	Gain Scores SS	SD MAT	SD CAT	SD NATL MAT	NCE GAIN
1 - 2	26	351.0	44.0	87	320.7	31.7	30.3		44.0		6.4
								6.2		14.0	
2 - 3	85	358.8	30.6	70	341.7	38.8	17.1		30.6		5.2
Overall	181										5.5

Given the Table 9 data, and using a formula wherein the NCE standard deviation (21.06) is multiplied by the gain score times the MAT standard deviation, and divided by the CAT standard deviation times the normed MAT standard deviation, projected NCE cycle gains of 6.4 and 5.2 respectively could be reported. Note that these cycle gains are comparable to the gain levels reported for the fourth grade as a whole in Table 7. Here again these gain levels seem to indicate a level of educationally significant reading skill improvement. Consequently, to estimate the gain for the 181 fourth graders, a weighted mean performance of 5.4 indicates the level of gain for cycles 1 and 2 combined.

Objective 2: "...students will read at least three books per month...of instruction."

Submitted lists of books read indicated that the objective was achieved and that the standard was bettered at each of the four Title I centers, and in all probability for the program as a whole. Since no data were submitted from the Rawson center, this latter factor could not be fully ascertained. Even so, the data from four out of the five centers indicating that each youngster had read 12.8

books during a 10-week period on the average, with only 46 students, or about 9% of the Title I enrollment, failing to reach the 8 book mark, tended to strongly support objective attainment for the total program. Parenthetically, since the objective could have been interpreted to read that each student was to have read at least 8 books during the period of instruction, an interpretation in this direction would have meant that the objective was not attained. Obviously, some clarification of program intent is needed in the wording of the objective.

There is, however, one further question which could not be answered on the basis of the presented data. This was the impact of a 9% non-objective attainment rate on the program and a possibility being that the rate may be somewhat high. While no answers could be presented, an acceptable level of objective non-attainment should be established by the program prior to the end of the current school year.

Table 10

Numbers of Books Read by Team, 1978-1979

Team	Enrollment N	Books Read N	Mean
Kinsella	135	1,296	9.5
Wish	121	1,528	12.6
Clark	132	2,125	16.1
King	132	1,689	12.8

Objective 3: "...at least 75% of the students will be able to write simple sentences at [the] level of achievement."

Since it appeared that this objective was amenable to assessment by teacher observation and documentation, the evaluation plan called for the team teachers to observe objective attainments and then summarize the accomplishments as they occurred over the course of the project year. While this information was not originally reported, the data were available and were subsequently collected. Data submitted by the four Title I teams indicated that only 48 youngsters, or approximately 9% of the enrollment, could not write simple sentences at their own level of achievement by the end of the 10-week cycle. Hence, the objective appears to have been attained and the standard substantially bettered. Again, no information from the Rawson Title VII team was submitted.

Objective 4: "...at least 75% of the students will show a growth in decoding skills."

To assess this objective, teams were to have administered both sections of the Botel Reading Inventory on a pre and post cycle basis. Although the original data analysis provided scores which were totally inconsistent with other patterns of gain, it later turned out that the analysis which had been performed was erroneous. Data were reanalyzed with results presented in the table which follows. Note here that cycle, team, and program gains were statistically significant to the point that all gains exceeded the specified criterion (.05) level.

Table 11

Analysis of Mean Pre to Post

Botel Raw Scores by Team and Cycle, Fall 1978 - Spring 1979

Team	Cycle	N	Pre Test RS	Pre Test SD	Post Test RS	Post Test SD	Dif	+	Sig
Clark		130	94.5	39.9	120.0	46.5	25.5	11.5	.01
	1	42	73.8	48.3	95.5	49.8	21.7	10.1	.01
	2	43	97.0	23.4	128.1	20.6	31.1	15.5	.01
	3	44	112.2	35.5	135.9	52.8	23.7	4.0	.01
King		129	101.9	35.0	125.0	29.9	23.1	15.0	.01
	1	41	72.8	26.7	100.6	31.1	22.4	8.1	.01
	2	44	103.6	28.6	130.5	22.2	26.9	12.2	.01
	3	44	127.2	26.4	142.2	18.9	15.0	8.5	.01
Wish		125	80.1	37.8	111.9	39.1	31.8	26.2	.01
	1	45	48.2	27.7	81.5	35.5	33.3	14.6	.01
	2	44	97.4	36.6	129.3	35.0	31.9	14.8	.01
	3	35	97.8	20.0	128.5	21.9	30.7	20.0	.01
Kinsella		135	95.2	38.3	115.4	32.7	20.2	16.4	.01
	1	45	78.8	36.2	104.6	32.4	25.8	12.9	.01
	2	45	115.6	29.9	133.2	25.0	17.6	8.3	.01
	3	45	91.2	39.3	108.4	32.9	17.2	8.3	.01
Rawson		126	119.7	31.4	135.5	26.2	15.8	17.5	.01
	1	39	110.8	34.9	126.2	29.8	15.4	9.3	.01
	2	45	116.6	31.5	135.6	25.6	19.0	12.0	.01
	3	42	131.2	24.5	144.1	20.4	12.9	9.5	.01
Total		645	98.2	38.7	121.5	36.4	23.3	33.2	.01

Although not specified as a part of the evaluation, traditionally IRIT teams have attempted to obtain parent, teacher, and student reactions to the program through the use of various questionnaires. During 1978-79, this pattern was repeated with questionnaires distributed to the various populations. In reporting,

however, questionnaire data were often summarized by the teachers, "batched" by cycle, and then submitted either directly or through the reading department to the evaluation office. Since this receipt followed no consistent pattern, it was easier to treat each type of questionnaire as a group and analyze all at the end of the program year. While the numbers of forms distributed were not reported, student and parent responses were deemed to be representative of the program as a whole; for the 683 youngsters served, 509 student and 436 parent questionnaires, or about 75 and 62 percent of the enrollment respectively, were presented.

To obtain student reactions the IRIT Student Evaluation form which had been used by the program for a number of years was again distributed. Responses were tallied for each of the questions and converted to percentages. These data were highly salutary and were generally supportive to the program as were a majority of the many comments which were also submitted. A summary of the objective questionnaire data are presented in Table 12 which follows.

Table 12

Analysis of Student Responses by Percentage, Spring 1979

Question	N	Yes%	No%
1. Did you like going from class to class?	499	86	14
2. Did you like having three teachers?	507	91	9
3. Has IRIT helped you in reading?	499	97	3
4. Is your family happy with the work you did at IRIT?	509	98	2
5. Do you want to go to a reading school again?	492	72	28

Response patterns were consistent with previous years data which had also indicated general student satisfaction and enjoyment. As could be expected (and this is usually the case with youngsters) about one-fourth of the students were somewhat reluctant to attend the "reading school" again.

In addition to the collection of student response data, a letter was sent to each IRIT parent requesting information about how the program had benefited their child. Again, responses when tallied by percentage were generally supportive to the program. Note that relatively few parents had visited the program and a minimal number of suggestions for improvement were submitted. Note also that IRIT services appeared to have little affect in changing attitudes toward school on the part of the youngsters. The impact of this reported finding could not, however, be ascertained.

Table 13

Analysis of Parent Responses by Percentage, Spring 1979

	Question	N	Yes%	No%
1.	Did your child enjoy attending the I.R.I.T.?	426	97	3
2.	Was there anything your child disliked about the I.R.I.T.?	356	11	89
3.	Has your child's attitude toward reading changed?	368	88	12
4.	Has the reading program affected your child's attitude toward school in general?	362	54	46
5.	Did you visit the I.R.I.T.?	424	21	79
6.	Do you have suggestions for improving the I.R.I.T. program?	357	11	89

A third area of inquiry involved the collection of perceptions from the sending school teachers through the use of an IRIT-developed Teacher Evaluation Form. On the 42 forms submitted, a majority of the tallied responses were supportive to the program.

Table 14

Analysis of Sending Classroom Teacher Responses

by Percentage, Spring 1979

Question	N	Yes%	No%
1. Have you noticed improvement in skills of the children attending the IRIT?	35	77	23
2. Have your children developed a better attitude toward reading?	37	87	13
3. Have you noticed any favorable behavioral changes in your students?	32	63	37
4. Were you able to attend the IRIT open house?	42	50	50
5. Were you able to visit the IRIT program at any other time?	38	26	74

In addition to the objective items, open-ended categories were also used to elicit comments and suggestions. When asked how many pupils remained with the sending teacher, 19 responding teachers reported that only 1 to 4 youngsters remained while another group of 6 teachers indicated that the average remaining in 2 third grades was 13, and about 19 in 4 fourth grades. While the representativeness of these data could not be determined, it would appear that for the reporting teachers substantial numbers of youngsters were absent from their classrooms during the IRIT cycles.

To supplement these figures, several of the teachers reported that they were able to accomplish quite a bit with the students who remained, to develop a more intimate exchange of ideas among the children, and to provide individualized

reading, spelling, and other services. While these comments came from the teachers who had the largest numbers of youngsters remaining (13 to 19), teachers with lesser numbers (1 to 4) also reported that they were able to dedicate more time to English and reading development. They also reported that while the removal of the youngsters may have had no effect on their program, it may have had a negative effect on the students since there was a requirement to make up assignments and to catch up on the work covered during the day. While these data do not support any general conclusions about the impact of IRIT services on the remaining youngsters, they do point out the possibility of only one or two students being left in a given classroom. If this is the case, some re-thinking regarding the supportive activities of the sending teacher may be in order. While no specific suggestions have been made in the recommendations section this area should be a subject for further inquiry.

In addition to the data which were examined, two other forms were submitted to the evaluation office. At least one Spanish version of the parent form had been used but only 2 forms were submitted. Without additional information regarding the source or distribution of the forms, no further interpretation was possible although, parenthetically, the evaluation office had been cited as the source.

Another evaluative quandry; at least one center used the School Sentiment Index (SSI) and apparently with two cycles. While averages of 59.9 and 52.5 were reported, no information was provided as to when or how the SSI was used. Although the SSI had once been used as an attitude measure, it was apparently dropped from the IRIT evaluation inventory over the years. In the future, if teams

desire to use this or other instruments the evaluation office should be notified in advance so that the data can be coded for an objective assessment of results. Without this planning, the data must be analyzed by hand; hence, it was not attempted.

2. Were services provided in accord with the funding proposal?

In general, the IRIT program operated substantially in accord with the proposal. While teams reported a number of problems in terms of establishing service eligibility over the year these were generally worked out. At first teams had a tendency to report all California or MAT subscores and not simply the scores which showed evidences of educational disadvantagement, or to report a percentile or grade equivalent but not indicate the specific subtest. Again, these problems were corrected. Only at Rawson did a center fail to identify the subtest which was used to establish eligibility and even here percentiles were in the appropriate below level range.

3. Were there other evidences of success to be built upon?

While not indicated as a particular area of success it should be noted that a majority of the teams were able to report near maximal enrollments during each of their three cycles. Given the high degree of mobility within the system and with less than optimal attendance patterns in many sending schools, the ability of a team to retain youngsters seems a very salutary program feature. Perhaps further indications as to how this retention can be accomplished will prove valuable to the school community as a whole.

4. Were there problem areas which might be corrected?

The collection and the coding of evaluative data was initially less than

satisfactory, although many of the problems were solved later on in the school year. Some suggestions to correct these situations have been made in the following section.

Recommendations

In order to set a stage for making appropriate recommendations, a review of the preceding findings is in order.

- Each of the four Title I teams and the Title VII, ESAA-funded center produced statistically significant (.01) overall mean gains on the CAT Vocabulary and Comprehension subtests, with but one exception. At the Rawson Center the standard in Word Knowledge was not reached.

- When the same CAT data were examined on a cycle-by-cycle basis, in all but one instance subtest gains were statistically significant at the .01 level. The exception was at Rawson where the first cycle showed a statistically significant (.01) Vocabulary drop.

- Since short-term test score changes present at best a limited measure of student gain, spring to spring city-wide MAT scores were also examined. For all cycles, with but three exceptions, mean MAT reading gains were statistically significant at the .01 level, thus exceeding the stated .05 criterion. Grade 3, cycle 2 gains reached the stated criterion. At the fifth grade level, the numbers of youngsters involved in two cycles were too small for the test of significance to be a meaningful one.

- When these same spring to spring MAT data were examined on a grade by grade basis, again all gains were statistically significant at the .01 level. Associated normal curve equivalent (NCE) gains ranged from 1.0 at the fifth grade

level, to 5.4 and 16.0 respectively for the fourth and third grade IRIT youngsters. At these latter two grade levels, gains were educationally significant.

- When youngsters were statistically equated as being in effect randomly assigned to the program through the use of analysis of variance, projected NCE cyclic gains of 6.4 and 5.2 at the fourth grade level were particularly impressive.

- Students in the four Title I centers read at least 3 books per month for an average of 12.8 books over the 10 week instructional period, and exceeded the standard set. Since no data from Rawson was submitted, attainment for the program as a whole could not be reported although in all probability the standard was met.

- Approximately 91% of the students were reported as being able to write simple sentences at their level of achievement thus exceeding the 75% standard which had been set.

- When decoding skill achievement was measured by a pre to post administration of the Botel Reading Inventory, all mean raw score gains at the program, team, and cycle level were statistically significant at the .01 level. Hartford Design tests which were also to have been used were not mentioned in any of the team reports.

- Student, parent, and teacher evaluation form comments and responses were highly supportive to the program.

- Specific evaluative comments were minimal. Even so, 25 of the responding teachers reported that relatively few youngsters remained in their classrooms during an IRIT cycle.

On the basis of the foregoing an updated series of recommendations is in order since a number of corrective actions stemming from the original recommendations have already been initiated over the course of the school year.

1. In the 1978-79 IRIT evaluation (Report 79-19) it was reported that a new reading coordinator had assumed his position in March of 1979. The report also noted that several evident gaps in the evaluative data indicated a need for a high level of coordination during the coming year. These gaps were largely closed in September to the point that the recommendation is no longer an appropriate one, as the data demonstrate. Note that decoding skills, information on sentence writing, and reading books have been reported. The coordinational aspect of evaluation seems to be well in hand.

2. In the same report, it was noted that the evaluation effort must have a high degree of integrity and that city-wide spring-to-spring MAT data should be gathered and used for a longer range gain pattern assessment. These data were gathered and the various analyses are reported, with the resultant gain patterns being particularly salutary. These analyses will be replicated in subsequent evaluation reports. Because of the State requirement that longitudinal gains be assessed, the analysis of spring-to-spring test data will continue to represent an evaluative priority.

3. The recommendation that the forms used to obtain parent, teacher, and student program reactions be standardized was implemented during the 1979-80 school year. These data are presently being analyzed.

4. Because evaluation coding sheets are now used to report eligibility data as well as the information which is needed for evaluation purposes, evidences

of specific educational disadvantagement are generally being reported. Even so, it cannot be emphasized too strongly that youngsters should be selected on the basis of need criterion, with the need validated by testing. While it was reported that some youngsters were selected on the basis of a test score only, the issue of establishing and recording eligibility should certainly continue to be an area slated for further inquiry.

5. Over the course of the 1979-80 school year, the coordinator developed a system for writing a comprehensive report which included data from each of the teams. This process cut down on the team workload, provided information which could be analyzed in a consistent manner, and dealt with commonalities and program differences. This process should be continued.

6. It was reported by the coordinator that while an IRIT team usually serves youngsters during only one ten-week cycle, some 111 students, or about 17% of the total enrollment were enrolled in a second cycle. Specific criteria for subsequent cycle enrollment should be developed and incorporated in the IRIT proposal.

7. Because of the high degree of student retention, techniques which are being used successfully should be documented and reporting to the system as a whole. In this way it may be possible to duplicate IRIT program successes in other parts of the system.

Robert J. Nearine
Evaluation Office
August 1, 1980
.-.-.

Appendix

1978-79 COMPENSATORY PROJECT EVALUATION REPORTING FORM

PLEASE SUBMIT
TWO COPIES

THIS REPORT IS DUE 6/15/79

C.S.D.E.
State Office Bldg., Rm. 375
P.O. Box 2219
Hartford, Connecticut 06115

School District Hartford 64

District Address 249 High St., Hartford 06103

Project Title Intensive Reading Instructional Teams (IRIT)

Director Donald C. Carso (Name) 566-6036 (Telephone)

Evaluator Robert J. Nearine (Name) 566-6074 (Telephone)

Program Site(s) Wish, Clark, Kinsella Annex, Rawson*

(1-3) (5-6) (8-9) (11-12)

Funds supporting this component:

Title I:	126926	(14-20)
SADC public:	177619	(22-27)
SADC non-public:		(29-34)
Other (specify): Title VII-ESEA	71401 (est.)	(36-42)
TOTAL:	375946	

Expenditures included in Total above which supported services to private school children: N/A (44-49)/

Unduplicated count of program participants by grade levels:

PUBLIC SCHOOL

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTALS
(8-10)	(12-14)	(16-18)	1 (20-22)	342 (24-26)	230 (28-30)	108 (32-34)	2 (36-38)	(40-42)	(44-46)	(48-50)	(52-54)	(56-58)	(60-62)/	683

PRIVATE SCHOOL

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTALS
X	(12-14)	(16-18)	(20-22)	(24-26)	(28-30)	(32-34)	(36-38)	(40-42)	(44-46)	(48-50)	(52-54)	(56-58)	(60-62)/	N/A

Number and full-time equivalent of project staff paid by compensatory funds:

	Instructional No.	Instructional f.t.e.	Other Professional (Specify)	Other Professional No.	Other Professional f.t.e.	Clerical or Other (Specify)	Clerical or Other No.	Clerical or Other f.t.e.
Teachers	12 (8-9)	12 (11-16)	Coordinator	1	.5			
Aides	(18-19)	(21-26)	Secretary	2	2		((38-39)	) (41-46)
				((28-29)	) (31-36)			

*3 full-time teachers and .5 secretary are supported by Title VII, ESAA.

Using this page, (1) State the performance objectives for this component (from the Application); (2) Specify the measure(s) used to evaluate each objective; (3) Indicate the method of analysis applied to the data collected with each instrument; (4) Present the results of the evaluation. At the foot of the page state one or more program recommendations based on the evaluation findings.

PERFORMANCE OBJECTIVES	DATES INSTRUMENTS/ADMINISTERED	TREATMENT OF DATA INCLUDING TESTS FOR SIGNIFICANCE	RESULTS
1. "75% of the pupils...will show a significant difference [.05] between...pre and post testing..."	1. CAT, pre to post (10 weeks) cycle; Spring to Spring MAT.	1. Related t-test at the .05 level of confidence; comparison of mean percentile and NCE chances. Model A1, B2, Analysis	1. CAT standard score gains (.01) were produced by all cycles and on all subtests with one exception: A decrease (.01) in Vocabulary for one Rawson cycle. Model A1 gains reached the .01 level, while a Model B2 analysis produced a projected NCE gain of 3.4 at the 4th grade level. The objective was attained and the standard exceeded.
2. "...students will read at least 3 books per month...of instruction."	2. Teacher records.		2. An average of 12.8 books were read over the 10 week cyclic period. The objective was attained and the standard exceeded.

RECOMMENDATIONS: See page 29.

Using this page, (1) State the performance objectives for this component (from the application); (2) Specify the measure(s) used to evaluate each objective; (3) Indicate the method of analysis applied to the data collected with each instrument; (4) Present the results of the evaluation. At the foot of the page state one or more program recommendations based on the evaluation findings.

PERFORMANCE OBJECTIVES	DATES INSTRUMENTS/ADMINISTERED	TREATMENT OF DATA INCLUDING TESTS FOR SIGNIFICANCE	RESULTS
3. "...at least 75% of the students will be able to write simple sentences at [their] level of achievement."	3. Teacher records.		3. About 91% of the students were able to write sentences at their level of achievement. The objective was attained and the standard exceeded.
4. "...at least 75% of the students will show a growth in decoding skills..."	4. Botel Reading Inventory, Pre to Post cycle (10 weeks)	4. Dependent t-test at the .05 level of confidence.	4. Program, team, and cycle raw score gains reached the .01 level. The objective was attained.

RECOMMENDATIONS:

School District Hartford 64 (1-3) Component Title IRIT (78-79 Addendum) (4-8)

FOR BASIC SKILLS PROJECTS WHICH SERVED PUPILS AT OR ABOVE GRADE TWO, USE THIS PAGE

1. INSTRUCTIONAL SERVICE (Check One) ■ READING ☐ LANGUAGE ARTS ☐ MATH (9)
2. TYPE OF NORMS USED IN SCORE CONVERSIONS ■ NATIONAL ☐ OTHER _____ (Specify) (10)
3. WAS THE PRETEST INSTRUMENT USED TO SELECT PROGRAM PARTICIPANTS? ■ NO ☐ YES (see instructions) (11)
4. TESTING PATTERN (12)
   - ☐ Fall to Spring
   - ■ Spring to Spring
   - ☐ Fall to Fall
   - ☐ More than 12 months

Column A	Column B	Column C	TEST INFORMATION							
Grade Level	No. of Pupils Who Received Instructional Services	No. of Pupils Pre/Post-tested	Name of Test	Edition (year)	Name of Subtest	Pre/Post Battery Level	Pre/Post Form	Month of Pre/Post Tests	Pre Test $\bar{X}$ S.S.	Post Test $\bar{X}$ S.S.
3	342	143	MAT	1970	Total Reading	P1,2 / P1,2	H / H	May / May	43.7	54.9
4	230	107	MAT	1970	Total Reading	P1,2;E / P1,2;E	H / H	May / May	50.1	58.2
5	108	45	MAT	1970	Total Reading	P1,2;E / P1,2;E	H / H	May / May	56.8	63.8
6	2									
(13-14)	(15-16)	(17-18)								
	683 Total Served	295 Total Pre/ Post Tested								

Continued->

(continued from p. 4) FOR BASIC SKILLS PROJECTS WHICH SERVED PUPILS AT OR ABOVE GRADE TWO

Weighted mean project gain:

Total, Column G ÷ Total, Column C = 9.9

(Check One)
- [x] Reading
- [ ] Language Arts
- [ ] Mathematics

Column D		Column E		Column F	Column G	
Associated Percentiles		Associated N.C.E.s (or $\bar{x}$ N.C.E.)		N.C.E. Gain	Weighted N.C.E. Gain= (col. C x col. F)	CSDE USE ONLY
Pre	Post	Pre	Post			
10	30	23.0	39.0	16.0	2,288.0	
12	18	25.3	30.7	5.4	577.8	
12	13	25.3	26.3	1.0	45.0	
		(19-20)	(21-22)		2,910.8 Total	(23-30)

I.R.I.T. STUDENT EVAULATION

DO NOT USE

1. Check one Boy_____ Girl_____ _____

2. Check one Grade: 3___4___5___ _____

3. Did you like going from class to class? Yes___No___ _____

Why?_____

_____

4. Did you like having three teachers? Yes___No___ _____

5. Has IRIT helped your reading? Yes___No___ _____

How?_____

_____

6. Is your family happy with the work you did at IRIT? _____

Yes____No____

7. Do you want to go to reading school again? Yes__No__ _____

Why?_____

_____

8. Write one thing that you would tell a child about IRIT.

_____

_____

_____

HARTFORD PUBLIC SCHOOLS

Hartford, Connecticut

Dear Parent:

Your child is presently attending one of our Intensive Reading Instructional Teams. We would like to know how this program is benefiting your child.

Please check (x) the questions listed below:

1. Did your child enjoy attending the I.R.I.T.? Yes____No____

2. What did your child like about the I.R.I.T.?

3. Was there anything your child disliked about the IRIT? Yes____No____

4. Has your child's attitude toward reading changed? Yes____No____

5. Has the reading program affected your child's attitude toward school in general? Yes_____No_____

6. Did you visit the I.R.I.T.? Yes____No____

7. Do you have suggestions for improving the I.R.I.T. Program?

Child's Name_____Parent's Name_____

School_____ Date_____

Please return this form to the Reading Center.

I.R.I.T. 1978-79

HARTFORD PUBLIC SCHOOLS
Hartford, Connecticut

I.R.I.T. PROGRAM

Teacher Evaluation Form

Name_____Grade_____School_____

Date_____.

The number of your pupils who attended the I.R.I.T. Program this cycle_____.

Please answer the following questions in relation to the pupil's standing in your classroom at the <u>beginning</u> of the cycle.

1. Have you noticed the improvement in skills of the children attending the I.R.I.T.? Yes_____No_____ Describe briefly.

2. Have your children developed a better attitude toward reading?
   Yes_____No_____

3. Have you noticed any favorable behavioral changes in your students?
   Yes_____No_____ Please specify.

4. a) Were you able to attend the IRIT Open House? Yes____No_____
   b) Were you able to visit the IRIT Program at any other time?
      Yes____No____

5. How many pupils remained with you during the A.M.?_____

6. What effect did removing some pupils from your classroom have on your program?

7. Do you have any suggestions to improve the I.R.I.T.? Yes____No_____
   What are they?

IRIT 1978-79